DOCUMENT RESUME

ED 067 356 SO 004 595

AUTHOR Canfield, John T.; Phillips, Mark
TITLE A Guide to Humanistic Education. Paper Dragon Number 4.
PUB DATE [70]
NOTE 46p.

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS *Affective Behavior; *Annotated Bibliographies; *Behavioral Sciences; Bibliographies; Creative Thinking; Human Relations; Individual Power; Motivation; *Personal Values; Resource Guides; Self Concept; Social Behavior
IDENTIFIERS *Humanistic Education

ABSTRACT

This bibliography is designed to offer assistance and guidance to those educators who are beginning to focus more attention on the non-academic aspects of a child's growth in school and who are introducing new courses and activities to enhance positive self-concept, increase achievement motivation, promote creative thinking and behavior, and promote better human relations. The first section provides 1) a basic library of books to introduce teachers to humanistic education; 2) a list focusing on humanistic psychology; 3) related classics, and 4) general books. A short compilation of films, some for classroom use, precedes tapes for teacher development. The bibliography also refers to games, sources of classroom activities, books and institutions directed at creativity, and lists national conferences and humanistic education-oriented organizations. Curriculum and student materials available are followed by journals and newsletters. Intended as a working bibliography, requiring constant updating, the guide is annotated and provides addresses of distribution centers where materials may be obtained. (JMB)

ED 067356

Paper Dragon #4

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

A GUIDE TO HUMANISTIC EDUCATION

By John T. Canfield and Mark Phillips

In Massachusetts, a student stops a teacher in the hall and asks, "Why are you only running our 'experimental class' for three weeks?" "I assume from your question, Patti, that you've enjoyed the class." "Well," she responds, "It's the only time in school that I've ever really liked myself; the only time when I've really felt happy. I also made a friend, or discovered one that I didn't know I had."

In Philadelphia, as part of an exercise in improvisational theater, a self-conscious seventeen-year old girl is asked to create an object out of the space in front of her. Hesitant at first, she slowly begins to assume the shape of a cat with graceful and spontaneous movements. Completing the exercise she laughs and cries out, "I did it! I did it!"

In California, a first grade teacher writes in her log: "Jay and Jerry are sitting together working on a writing assignment. Jay was not able to trust anybody or give much warmth or affection all year. Yet here they sit, arm in arm, heads together, working together, and I realize that something has happened to him."

In New York, a teacher tells a visitor that her class has an almost compulsive interest in science. Asked "What aspect of science?" she replies, "Evaporation -- the children seem utterly intrigued by evaporating water." Upon questioning the students, the visitor finds that it is not evaporation as such that fascinates the class, but rather, a concern with change and permanence. In effect the students are saying, "If water can disappear, can we?"

* * * * * * * * * * * *

Classroom incidents like these are the result of many educators beginning to focus more and more attention on the non-academic aspects of the child's growth in school. Working with psychologists on the frontier of the human potential movement, these educators are beginning to introduce new courses and activities into the schools -- courses and activities that address themselves primarily to the psychological growth of the students. At present these include efforts to enhance positive self-concept, increase achievement motivation, promote creative thinking and behavior, enhance self-awareness, clarify values and promote better human relations. Intrinsic to all of these approaches is an effort to increase self-understanding and to enable students to relate that self to others more effectively.

SP 004 595

Until recently, few schools treated the emotional growth of students as a distinct process, worthy of considerable time and energy; in most schools this neglect has actually retarded emotional growth. In the past ten years psychologists such as Carl Rogers, Abraham Maslow and Arthur Combs have begun to turn their attention away from the medical model of "curing the sick," and have begun to focus their energies on preventing mental illness from occuring and on helping normal, healthy individuals develop to their full potential.

Many educators have responded to this thrust and centers for the development of classroom approaches to deal with the emotional growth of students have begun to spring up all across the nation. While most people working in these centers agree on the same basic assumptions and goals, the approaches that are being developed are widely divergent. The field of activity ranges from those interested only in improving the teacher's communication skills to those involved in developing highly sophisticated and complex curricula and even to those involved in reshaping the classroom climates and organizational structures of our educational institutions.

A clearer sense of what directions are being taken can be obtained by briefly examining three approaches currently being undertaken in the development of affective curricula. While the three approaches described all attempt to help students to accept and express their feelings, to become more aware of themselves and their potential, to guide their own growth as human beings, and to incorporate the processes needed to continue to grow after they leave school, they differ in their methods of implementation.

At the Center for Humanistic Education at the University of Massachusetts School of Education, Gerald Weinstein is directing a project to develop what he calls "Psychological Curriculum" -- curriculum in which the subject matter becomes the student's psychological concerns over identity ("Who am I?" "Why am I black?" "What does it mean to be a girl today?"); connectedness ("Who are my friends?" "How do I get into a group?" "What are my values?" "To whom do I owe allegiance?"); and power ("What's the use of trying? You can't fight City Hall!" "I'm Hercules; I can do anything!"). By having students explore their unique responses to a series of structured self-confrontations, one is able to enhance the student's ability to perceive and act upon his true feelings and thoughts; thus increasing his sense of his own identity, increasing his ability to relate to others, and increasing his control over the course of his own life. This approach calls for separate classes devoted specifically to the teaching of psychological curriculum.

The Center for Development and Research in Confluent Education at the University of California at Santa Barbara, under the direction of George I. Brown, is involved in developing and implementing "Confluent Education," which Brown defines as the integration or flowing together of the affective and cognitive elements in education. Attempting to introduce affective techniques into conventional classrooms, the DRICE staff is developing classroom strategies to integrate affective learning experience with curriculum content, thus allowing reading, math, humanities, science and social science teachers to attend to the emotional lives of their students. The two questions the teachers are encouraged to ask themselves are: (1) What possible relevance does this content material have to the present lives of my students? (2) How do my students feel about this content or material? Using these questions as a starter, every teacher, no matter what his overall style, should be able to begin to introduce affective components into the classroom.

In Philadelphia, the Affective Education Development Project, under the direction of Terry Borton and Norman Newberg, is involved in developing curriculum and training teachers in what they call "Process Education." While their focus is again on the affective development of the students, their particular emphasis is on teaching students the processes needed for them to continue to direct their own personal growth and development.

As in most movements in education, there has been a quick response to this new "trend," and publishers are beginning to publish books, curricula, learning kits, films, etc. to meet the newly-created demand.

This guide is an attempt to provide teachers and administrators who are interested in learning more with information regarding what is available, whom to look to for help and where to go next, and includes some help in making selections from the vast available resources.

No guide of this sort can ever be complete. At best it is a working bibliography-in-progress. Every day new books are being written, new curricula being published, new courses offered and new projects begun. While this is anxiety-producing for compilers of bibliographies, it is nevertheless reassuring to those of us who are struggling to make schools more totally human places for students and teachers.

BOOKS

Interest in affective education grows, and the publishers follow close behind, meeting the demand with a continually increasing flood of books related to the subject. We have attempted to select those books which we have found most useful in our own work, which colleagues have lauded, and which teachers beginning to work in this area have found most helpful.

The first section, providing a Basic Library of books, is the logical place for newcomers to the field to begin and for school libraries to use in making initial purchases. These are the books we would choose to give to teachers to introduce them to humanistic education. Section two focuses on Humanistic Psychology and includes a list of books designed to provide teachers with a fundamental knowledge of the psychological theory and processes which relate most closely to this educational movement. The third section, Related Classics, includes those books which most educators are already familiar with, which are primarily child-centered, and which are humanistic in the broadest sense. The final section, General Books, might also be called a "Secondary Library." It contains books related to humanistic education which we consider non-essential but highly recommended. In a sense, it is a catchall for the many books we like but couldn't find a place for in the other three categories.

Begin with some of the books in the Basic Library and let your own tastes and needs determine the rest -- a truly humanistic approach to this bibliography!

I. Humanistic Education -- Basic Library

Anger and the Rocking Chair: Gestalt Awareness with Children by Janet Lederman with photographs by Lillian R. Cutler. (New York. McGraw-Hill, 1969) 276 pages, $4.95.

This book is a dramatic, visual account of Gestalt methods with so-called "difficult" or "disturbed" children in elementary school. Rather than suppressing students' rebellion and anger, Miss Lederman helps her pupils transform these powerful impulses into constructive attitudes and behavior.

Fantasy and Feeling in Education by Richard M. Jones. (New York: New York University Press, 1968) 276 pages, $6.95.

One of the few books in humanistic education written from the viewpoint of a Freudian-oriented psychoanalyst. Jones begins with a perceptive critique of EDC's curriculum "Man: A Course of Study," and goes on to point out the limitations of Jerome Bruner's work, the importance of fantasy and creative thinking in education, explores the implications of Erick Erikson's theories, and makes specific recommendations for new approaches to affective education. Tough to read at times, but it is worth the effort.

Freedom to Learn by Carl Rogers (Columbus: Charles E. Merril, 1969) 355 pages, $3.95.

This is an excellent book which explains in considerable detail how and why classrooms should be organized to free students to learn. Rogers clearly points the direction of education in the years to come.

Learning to Feel -- Feeling to Learn by Harold C. Lyon, Jr. (Columbus, Ohio: Charles Merrill, 1971) 321 pages, $3.95.

This is a disjointed but comprehensive survey of the people, places, and ideas in the field of affective education. The sections on "Humanistic Education Techniques" and "Applying Humanistic to Classroom Situations" are particularly valuable. This book is the next logical step after reading this guide.

Human Teaching for Human Learning: An Introduction to Confluent Education by George Brown (New York: The Viking Press, 1971) 298 pages, $8.50.

George Brown has been working with both the University of California at Santa Barbara and the Esalen Institute as part of a Ford Foundation project in affective education.

This book contains a statement of the purposes of the project, extensive examples of affective techniques and their classroom applications, and a series of personal commentaries by teachers involved in the project.

Making Urban Schools Work by Mario Fantini and Gerald Weinstein (New York: Holt, Rinehart and Winston, Inc., 1968) 62 pages, $1.95.

This small book, often overlooked, is probably one of the most important published in the field of education in recent years. Although the ideas are based on the authors' work in urban schools, they are applicable to schools in almost all enviornments. Fantini and Weinstein see loss of identity, disconnectedness and powerlessness as major problems of our society and suggest that the total school system be changed to help deal with these problems. Their solution is a three-tiered school with the first tier dealing with traditional subject matter, the second with student talents and interests, and the third with student concerns related to the three problem areas.

Perceiving, Behaving and Becoming by the Association for Supervision and Curriculum Development (1201 - 16th Street, N.W., Washington, D.C.: 1962) $4.50. Edited by Arthur Combs, this book presents a series of articles by the leading educational theorists in perception, self-concept and self-actualization. Included are statements by Carl Rogers, Abraham Maslow, and Earl Kelly.

Toward Humanistic Education. Edited by Gerald Weinstein and Mario Fantini. (New York: Praeger Publishers, 1970) 228 pages, $7.00.

The outgrowth of the Elementary School Teaching Project of the Ford Foundation, this book outlines a model for curriculum and instruction based on pupils' concerns and feelings rather than on purely cognitive goals. The book contains many new ideas that can be immediately applied by the classroom teachers.

Reach, Touch and Teach by Terry Borton (New York: McGraw-Hill, 1970) 213 pages, $3.95.

A readable, provocative, and informative introduction to process education for student concerns. Borton believes that major emphasis should be placed on helping children to understand the process of change, to give students practice in using it, and "to instill confidence in the student so that he can go about the business of changing himself in his own time and as he sees fit." The book explores the theoretical basis for Borton's work, presents numerous examples of its application in Philadelphia, and discusses a number of related projects in other parts of the country.

Values and Teaching: Working with Values in the Classroom by Louis E. Raths, Merrill Harmin and Sidney B. Simon (Columbus: Charles E. Merrill, 1966) 275 pages, $3.95.

This book outlines a theory of values and a classroom methodology for the clarification of values. It contains many practical classroom activities that teachers can employ to help students clarify their values.

II. Humanistic Psychology

Challenges of Humanistic Psychology. Edited by James Bugental. (New York: McGraw-Hill, 1967) 362 pages, $4.95.

Readings in Humanistic Psychology. Edited by Anthony Sutich and Miles Vich. (New York: The Free Press, 1969) 440 pages, $3.95.

Both of the books provide a good overview of the field of humanistic psychology, through a selection of essays by leading psychologists, including Rollo May, Abraham Maslow, Carl Rogers, and Sidney Jourard.

Conjoint Family Therapy: A Guide to Theory and Technique by Virginia Satir (Palo Alto, California: Science and Behavior Books, 1967) $4.95.

This volume summarizes a philosophy about the family and the communication process. Most of it is written for professional helpers, but the last chapter is a valuable one for educators. It introduces Mrs. Satir's original communication and systems games, a subject which will be expanded in a forthcoming book, The People Makers.

Gestalt Therapy by Frederick Perls, Ralph Hefferline, and Paul Goodman. (New York: Delta Books, 1951) 470 pages, $2.65.

The first part of this book provides an experimental introduction to the basic tenets of Gestalt therapy through a series of experiments designed for the reader. The second part is highly theoretical and abstract and is likely to interest only the professionals and the devotees of Gestalt.

Gestalt Therapy Now. Edited by Joen Fagan and Lee Shepherd. (Palo Alto, California: Science and Behavior Books, 1970) 328 pages, $9.95.

This is a very useful collection of articles reporting new developments in the theory, techniques and applications of Gestalt Therapy.

Gestalt Therapy Verbatim by Frederick Perls. (LaFayette, California: Real People Press, 1969) 279 pages, $3.50.

Fritz Perls was the founder of modern Gestalt therapy. He was also a man of incredible insight and great wit. This book, composed of verbatim transcripts of complete Gestalt therapy sessions, reflects both his wit and his wisdom.

Here Comes Everybody by William C. Schutz. (New York: Harper & Row, 1971) $6.95

In his book Schutz attempts to describe what he calls the "encounter culture." Central to his discussion is a new awareness of the intimate connections between bodily expression and how we think.

Man the Manipulator by Everett Shostrom. (New York: Bantam, 1969) 189 pages, $.95.

Shows how we adopt manipulative roles that keep us from being fully-functioning people. Of special interest is the chapter on how teachers and students manipulate each other rather than communicating as equal human beings.

Of Human Interaction by Joseph Luft. (Palo Alto, California: National Press Books, 850 Hansen Way) $2.95.

Looks at topics such as trust, disclosure, values, and change by using the Johari Window, an elegant model of human awareness.

The Transparent Self by Sidney Jourard (Princeton, N.J.: Van Nostrand-Reinhold, 1964) $2.50, 200 pages.

Sidney Jourard, one of the leading existential psychologists, has focused his attention on self-disclosure as both a major cause and effect of healthy human beings. Jourard discusses at length the differences between normal and healthy human beings and explores the ways in which self-disclosure can lead to greater health.

Psycho-Cybernetics by Maxwell Maltz. (Englewood Cliffs, New Jersey: Prentice-Hall, 1960)

Using real life examples, the author shows how one can create a totally new image of himself as a successful and happy person, how one can be relaxed, and how he can remove his emotional scars.

Toward A Psychology of Being by Abraham Maslow (Princeton: D.Van Nostrand, 1962) 240 pages, $2.95.

This is a book that must be read if one is to truly understand the concepts being used in humanistic and affective education. Maslow has been said to be an influence in psychology equal to Freud.

Ways of Growth. Edited by Herbert Otto and John Mann (New York: The Viking Press, 1968) 227 pages, $1.75.

This unusual collection of articles related to the subject of expanding human awareness contains several which should be particularly valuable for teachers using humanistic approaches. These include: "Extended Perception Through Photograph and Suggestion," by Minor White, "Play and Self-Development," by Harold Greenwald, and "The Creative Sub-Self," by George Brown. This book is a small gem!

III. Related Classics

Education and Ecstasy by George Leonard. (New York: Delta, 1968) 237 pages, $2.95.

This was the first book to effectively relate the human potential movement to education. If some of Leonard's thinking now seems somewhat dated, it is a mark of how far we have come (at least in writing!) in three years.

How Children Fail, (1966) and

How Children Learn by John Holt (New York: Delta Books, 1967) $.95 each

These two classic books by Holt have inspired a host of experiments in schooling. The first volume focuses on the strategies students use to cope with the pressures placed on them by the school system. Its discussion of the differences between real learning and apparent learning make it as relevant today as it was seven years ago. The second volume concentrates on ways of nurturing children's emotional and mental growth.

The Lives of Children: The Story of the First Street School by George Dennison (New York: Random House, 1969) 308 pages, $1.95.

A moving account of how a school in New York's Lower East Side slum worked because the children were respected and trusted. One of the most readable descriptions of the philosophy underlying the humanistic education movement.

New Priorities in the Curriculum by Louise Berman (Columbus, Ohio: Charles Merrill, 1968)

241 pages, $6.00.

In many respects this book presents the most important new approach to curriculum development. Designed to provide a framework for developing process-curriculum, it will probably be most valuable as a guidebook for schools which wish to move in that direction. Starting from the premise that the major emphasis in education should be on developing process-oriented persons, the book discusses eight processes and possible ways of centering curriculum on these processes. The processes discussed are: perceiving, communicating, loving, knowing, decision-making, patterning, creating, and valuing.

The Open Classroom by Herbert Kohl (New York: Vintage Books, 1969) 116 pages, $1.65.

This is a short, but extremely vital book detailing the author's experiences in opening up his elementary classroom in Berkeley, California. There is much to be learned from his insights and suggestions.

Schools Without Failure by William Glasser (New York: Harper & Row, 1969) 235 pages, $4.95.

This book details the shortcomings of current educational practices and proposes a daring new approach to reduce school failures -- an approach based on personal involvement, relevance and thinking. He demonstrates how to reach negatively oriented, failure-conscious students and how to help them to aim for positive goal-setting, personal achievement and individual responsibility.

Summerhill by A. S. Neill (New York: Hart Publishing Company, 1960) 392 pages, $1.95.

The classic volume on the highly-publicized English school. The total environment is the essence here and Neill's approach is both humanistic and psychological education in the broadest sense. Neill's insights and sensitivities regarding children continue to make the book essential reading.

Summerhill: For and Against (New York: Hart Publishing Co., 1970) 271 pages, $1.95.

This book contains chapters discussing the pros and cons of A.S. Neill's work by such notable educators as Sylvia Ashton-Warner, Bruno Bettleheim, Erich Fromm, Paul Goodman and John Holt.

Teaching Achievement Motivation by Alfred Alschuler, Diane Tabor, and James McIntyre (Middletown, Conn.: Educational Ventures, Inc., 1970) 217 pages, $4.00.

Alschuler's work has been directed toward providing opportunities for students to achieve goals they set for themselves. This book outlines the theory behind achievement motivation and provides the basic framework for using the approach with both teachers and students.

IV. General Books in Affective Education

The Affective Domain: A Resource Book for Media Specialists (1333 Connecticut Avenue, N.W., Washington, D.C.: available from Communication Services Corporation)

Part of a series on Contributions to Behavioral Science of Instructional Technology.

Carl Rogers on Encounter Groups by Carl Rogers. (New York: Harper & Row, 1970) 172 pages, $1.95.

This is a very readable account of the philosophy and practice of human encounter by one of the human potential movement's founding fathers.

Communication for Education by Susan N. Cummings and John J. Carney, Jr. (Scranton, Pa.: Intext Educational Publishers, 1971)

This book provides skills for increased competence in interpersonal communication and views this competence as closely related to human growth and development. It combines content from general semantics, psychology, group work and education to provide a comprehensive method for teaching communication skills.

Developing Mentally Healthy Children by Katherine E. D'evelyn (E/K/N/E, NEA Center, 1201 16th Street, N.W. Washington, D.C.) $1.25.

This pamphlet uses case studies to illustrate the author's discussion of five "musts" for the promotion of strong ego and sound mental health in children.

The Elementary School: Humanizing? Dehumanizing? (Washington D.C.: National Association of Elementary School Principals, NEA, 1971)

This publication is an anthology of selected articles on humanizing the elementary schools from the 1969-70 issues of the National Elementary Principal.

Encouraging Children to Learn: The Encouragment Process, by Donald Dinkmeyer and Rudolph Dreikurs (New Jersey: Prentice-Hall, 1963) $5.95

A unique guide to the theory and practice of learning-motivation and personality development in children. The author's theoretical framework is based on the assumption that all behavior has interpersonal social meaning, is purposeful, is goal-directed, and can be understood only in terms of the individual's own phenomenological field.

Encouraging Creativity in the Classroom by E. Paul Torrance, 133 pages; Expanding the Self: Personal Growth for Teachers by Angelo Boy and Geralk Pine, 127 pages; Group Processes in the Classroom by Richard and Patricia Schmuck, 156 pages. (All published by William C. Brown in Dubuque, Iowa in 1971, and all are $3.95.)

Three books in a new series entitled "Issues and Innovations in Education." All provide excellent introductions to the specific subjects and are likely to be particularly useful for teachers who are beginning to introduce humanistic education into their classrooms and for administrators who want to introduce humanistic processes to their staffs.

A Guide to Developing Your Potential by Herbert A. Otto (New York: Charles Scribener's Sons, 1967) $2.00.

This is a unique self-help book in which specific methods of cultivating one's own resources are presented. The book provides specific guidance to discover the nature of one's potentialities and to motivate one to use them. Many of the suggestions are applicable for classroom use.

Humanizing Education Through Technology (June 1971 issue of Educational Technology available from Educational Technology Publications, 140 Sylvan Avenue, Englewood Cliffs, New Jersey, 17632) $3.00.

A series of nine articles reporting the authors' position papers at the "Humanizing Education through Techmology" Conference held at Vanderbilt University.

If Teachers Were Free by Richard Renfield (New York: Delta Books, 1969) 158 pages, $2.25.

This is a study of how two towns -- one urban and one suburban -- responded when the syllabus was not specified, goals were broadly stated, and teachers were left free to teach.

Improving Educational Assessment and An Inventory of Measures of Affective Behavior Edited by Walcott H. Beatty. (Available from the Association for Supervision and Curriculum Development, 1201 16th Street, N.W. Washington, D.C., 20036) $3.00

A very useful starting point for looking at the problems and process of evaluating growth in the affective domain.

McCormick's Reader: Teaching with Creativity and Feeling by Maurice D. McCormick (Available for $7.50 from Selected Academic Readings, Rockefeller Center, 630 Fifth Avenue, New York, New York, 10020)

This is a collection of articles written by Carl Rogers, Abraham Maslow, Betty Berzon, George Bach, James Bugental, Erich Fromm, Arthur Combs and many others.

Media in Value Education: A Critical Guide by Jeffery Schrank (Chicago: Argus Communication, 1970) $4.95.

A goal reference volume for teachers doing work in humanistic education, with a particular emphasis on value clarification. The book provides a comprehensive summary of close to one hundred films which could be used in value education along with suggested questions for discussion. The book is useful in helping the teacher decide which film to order.

Organization Development in Schools. Edited by Richard A. Schmuch, and Matthew B. Miles (National Press Books, 850 Hansen Way, Palo Alto, California, 94303) $7.95.

This book brings together all the available empirical work on sustained efforts to improve schools by developing their abilities to act as self-renewing networks of people.

New Directions in Psychological Education. Edited by Alfred Alschuler. (Educational Opportunities Forum. June 1969, Albany, New York: N.Y. State Department of Education)

An excellent collection of articles dealing with varied approaches to humanistic education in the schools. Among the topics covered are: achievement motivation, process courses, value clarification, sensitivity training, strength training for teachers, and creativity training. The volume is scheduled to be published by Educational Ventures, Inc., in Middletown, Connecticut for broader distribution.

Play Therapy: The Inner Dynamics of Childhood by Virginia Mae Axline (New York: Ballantine Books, 1947) 374 pages, $1.25.

In the introduction Carl Rogers writes: ". . . a penetrating and helpful book regarding th therapeutic possibility of play and group activities . . . it will raise deep and disturbing questions . . .?Why is our education so stultifying and blind . . .? Why is mankind so fearful of spontaneity . . . How can teachers and parents be helped to see the resources of personality which exist in each child?"

Rasberry Exercises: How to Start your Own School and Make a Book by Sally Rasberry and Robert Greenway (Freestone, California: Freestone Publishing Company, 1971) 125 pages, $4.00.

This is a hard book to describe in several sentences. It is the effort of two people to put down on paper their very moving and human attempt to create a school, a community and a life style that might free children and teachers from the controls that warp their growth.

Self Concept and School Achievement by William W. Purkey (Englewood Cliffs, New Jersey: Prentice-Hall, 1970) $2.50

Explores the growing emphasis on the student's subjective and personal evaluation of himself as a dominant influence on his success or failure in school.

Taxonomy of Educational Objectives: The Classification of Educational Goals. Handbook II: The Affective Domain by David R. Kratwohl, Benjamin S. Bloom and Bertram B. Masia (New York: David McKay, 1964) 196 pages, $2.50

In an age in which "accountability" seemingly rules the land, the statement of objectives has become a vital survival strategy. Use this book as a starting point for affective curriculum development and for survival!

Teachers and Learners: The Interactive Process in Education by Aldred H. Gorman (Boston: Allyn and Bacon, 1969) $3.95.

This is one of the best books for classroom teachers in the field of human communication in the classroom. It contains a minimum of theory with the emphasis being placed upon application to the classroom.

To Nurture Humaneness. ASCD Yearbook, 1970 (Washington, D.C.: NEA, 1970) 255 pages, $5.75.

A series of articles devoted to the subject of humanizing both the schools and the students.

Tough and Tender Learning by David Nyberg (National Press Books, 850 Hansen Way, Palo Alto, California 94304) $4.95, hardbound; $2.95, paperback.

Ideas of humanistic psychology are joined with educational theory in this eloquent examination of the need for teachers and students to acknowledge and respect personal aspects of learning.

Toward a Guide to Humanistic Education by John T. Canfield

Currently being completed, it is to be a comprehensively annotated bibliography and guide to major resources in affective and humanistic education. In addition to a listing of books in the fields of humanistic psychology and education, the guide will include Centers for Humanistic Education, affective education projects, growth centers, resources in creativity, consultants in the field, curriculum materials, journals and newsletters, and sources of classroom exercises. For more information, or to contribute to the collection, write John T. Canfield, Center for Humanistic Education, University of Massachusetts, Amherst, 01002.

The Underachieving School by John Holt. (New York: Pitman, 1969) $2.25.

This book is a collection of essays describing the failure of schools to provide humanistic enviornments for learning.

WAD-JA-GET? The Grading Game in American Education by Howard A. Kirschenbaum, Sidney Simon, and Rodney W. Napier (New York: Hart Publishing Co., 1971) 315 pages, $1.95.

If schools are to emphasize the psychological development of children and are to place a major emphasis on feelings, creativity, communication, etc., the issue of grades becomes a vital one. The authors of this book present their case against grades in the form of a fictional account of one teacher and one class who decide to challenge the system. The book's appendices, a compilation of alternative grading systems and an annotated bibliography of research on grading, are, by themselves, worth the price of the book.

What Do I Do Monday? by John Holt, (New York: E.P. Dutton, 1970) 318 pages, $6.95.

In this book, Holt combines his theories of education with practical, easy-to-use ideas and exercises in reading, writing and mathematics.

FILMS

Depending on how broadly one defines "humanistic education," the number of films that might have been included here is seemingly endless. We have therefore included only those films we have used ourselves. We have divided the films into two categories. The first -- films for teachers and administrators -- covers the theory and classroom application of humanistic education. The second category is a suggested list for classroom use. The films included have been used experimentally by Mark Phillips and Ralph Beren to expand the self-awareness of students and faculty at the University of Massachusetts.

A. Films for Teachers and Administrators

1. Humanistic Psychology

Carl Rogers: On Facilitating a Group (color, 30 min., APGA, $25)

One of the country's most noted experts in group dynamics discusses the factors he feels are important in facilitating a group. Included is a segment of a group conducted by Rogers, providing an opportunity to study his method of facilitating a group and his style of relating to group members.

Carl Rogers Conducts an Encounter Group (color, 70 min., APGA,$40)

This film demonstrates the various phases of group process: from superficial expression at the beginning, through tentative exploration of feelings, to a freer emotional encounter. Rogers provides personal commentary on the process and on what he was trying to accomplish as a group leader.

Maslow and Self-Actualization (B/W, 60 min., PSY, $30)

Two films in which Abraham Maslow, a major indirect influence on humanistic education, discusses the theory of self-actualization and the most recent related research. Film No. 1 deals primarily with honesty and awareness. Film No. 2 focuses on freedom and trust.

Rollo May and Human Encounter (B/W, 60 min., PSY, $30)

Described by Psychology Today magazine as "Mr. Humanist," Rollo May is probably the most widely known existential psychologist. In the two films in this series May presents the core of his own philosophy. A good introduction to May, but its depth of analysis suggests that it should be reserved for only those who already have both background and interest in humanistic psychology.

Sessions in Gestalt Therapy

A series of 11 remarkable films documenting the work of Frederick Perls, the founder of modern Gestalt Therapy. Since Gestalt provides a basis for much of the work being done by both George Brown and Gerald Weinstein, two of the leading humanistic educators, teachers should have some minimal contact with the theory and the process. This series provides one of the most interesting and informative short-cuts to obtaining the contact.

The films combine brief commentaries by Perls with relatively unobtrusive filming of actual therapy sessions conducted at the Esalen Institute. All of the films in the series are available in black and white from FDC and range in price from $30 to $60.

Sometimes I Even Like Me (color, 60 min., from the producer, Jerry Bloedow, 48 East 43rd Street, New York, New York)

A lively film on Lewis-Wadhams, an alternative boarding school in upper New York State.

Summerhill (color, 30 min., CF, $15)

This is a beautiful film made at the Summerhill School in England. It depicts the daily life of a Summerhill student and includes talks with A.S. Neill, the school's founder. This film is also available for a $25 contribution ("unless you really cannot afford it") from the Summerhill Society, 339 Lafayette Street, New York, New York, 10012. The Society will also arrange to send a speaker with the film to places near New York City.

2. Classroom Applications

A Circle of Love (color, 25 min., CF, $18)

Originally presented on CBS and narrated by Walter Cronkite, this film focuses on the processes taking place in a small group which is engaged in exercises designed to improve interpersonal relationships.

Glasser on Schools (color, 19 min., MF, $50 per week)

A capsule summary by William Glasser of his "Schools Without Failure" philosophy.

It Feels Like You're Left Out of the World (B/W, 28 min., CF, $15)

The film deals with the frustration, loneliness and feelings of rejection of the child who is different because he does not learn as easily and as rapidly as others.

Mrs. Ryan's Drama Class (B/W, 35 min., CF, $16)

An excellent film for use in conjunction with the introduction of improvisational dramatics and role-playing into the classroom.

Philadelphia Affective Education Series

A series of five films made by the Philadelphia Cooperative Schools Program between 1966 and 1967. Described in detail in Terry Borton's Reach, Touch and Teach, they provide an introduction to the program, a teacher training film, and a glimpse of three of the program's courses: Communications, Drama and Urban Affairs.

Prelude (B/W, 15 min. PAV)

A brief glimpse of the first summer of the program.

A Lot of Undoing to Do (B/W, 15 min., PAV)

Describes an attempt to train teachers in the basic philosophy and approach of a process curriculum.

Making Sense: Inside and Out There (B/W, 10 min., PAV)

Briefly describes the way a communications course combined a multi-media approach with a series of metaphors to help teach basic communications skills and understanding.

Build Yourself A City (B/W, 15 min., PAV)

An urban affairs course as viewed from the perspective of a curriculum developer, a traditional social studies teacher, and a ghetto resident who helped teach the course.

It's Between the Lines: Drama for the Classroom (B/W, 15 min., PAV)

Norman Newberg's work with improvisational dramatics has been one of the most effective parts of the Philadelphia program. This film presents some beautiful segments from that work and is an excellent film to use in conjunction with Viola Spolin's book Improvisation for the Theater.

B. A Basic Dozen for Use in the Classroom

The possibilities are unlimited, and, as we mentioned earlier, this list is merely suggestive. It dosen't begin to tap the whole area of feature-length films with their multifarious possibilities for role-playing, theater games, and fantasies. As an initial rule-of-thumb: select films with little or no narration, and with maximum opportunity for use of the imagination.

The Chicken (B/W, 15 min., CF, MMM, P, $15)

A story about a French boy who tries to prevent his family from using his pet chicken for a dinner. Children's feelings about attachments to animals are easily evoked.

Cosmic Zoom (Color, 8 min., CF, $12.50)

An animated voyage to the infinitesimal limits of inner and outer space. The film moves from a boy and his dog in a row boat on a lake to the outer reaches of the universe and back to the inner atoms of the blood cells on the boy's hand. A film which is both awesome and relaxing, it is particularly useful for inspiring feelings about one's relation to the totality of the universe and in exploring the subject of one's inner peace.

Dream of the Wild Horses (Color, 9 min., CF, $12.50)

A poetic film which captures the beauty and vitality of a pack of wild horses moving with and through the elements of nature.

The Eye of the Beholder (B/W, 26 min., MMM, $15)

Twelve hours in the life of artist Michael Berard seen through the eyes of five different people, including the artist himself.

The Hand (Color, 19 min., CF, $25)

Jiri Trnka's powerful allegrory on authoritarianism uses puppet animation to reach both the heart and the mind in telling the story of a simple potter who is harassed by the totalitarian "hand." Although the film has been most frequently used to stimulate discussions on totalitarianism, it evokes strong personal emotions and those emotions could be the focal point for self-examination and group exploration.

The Pusher (B/W, 17 min., MMM and CCM, $10)

A satiric fable about a "pusher" who elbows his way through life and the brother who is continually pushed out of the way until he learns to "push."

The Red Balloon (Color, 34 min., CCM, $22.50)

The classic fantasy about a boy and his closest companion, a balloon. It evokes a multitude of emotions related to love, friendship, loneliness, and human insensitivity. In many respects it is almost the perfect film for use in humanistically-oriented classrooms on all grade levels.

The Sixties (Color, and B/W, 15 min., P., $18)

Charles Braverman's film captures the pain and the passion of the Sixties, with particular effectiveness on the subjects of racism and Vietnam. For older adolescents who have experienced much of the era it is almost certain to evoke strong emotions.

Skinny and Fatty (B/W, 35 min., CF, $30)

This Japanese film was originally presented in the CBS Children's Film Festival. It tells the story of two boys, the growth of their friendship, and the effects of the friendship on each of them.

The Wall (Color, 4 min., CF, $10)

An animated short about a man who confronts a large wall, waits for another man to break through the wall (destroying himself in the process!), and walks through the hole, only to confront another wall, where he waits. What are the walls in our own lives?

Why Man Creates (Color, 25 min., P, $15)

A fast-moving commentary on the creative spirit in man, society's frequent blindness or hostility toward the creator, and the unpredictable results. A superior film for use with work on creativity.

Zuckerkandl (Color, 14 min., G, $40)

The Hubleys and Robert Hutchins combined for this animated acidic satire on the unfeeling society. Alexander Zuckerkandl, a fictitious psychiatrist, developed a "theory" which called for the elimination of guilt through the elimination of all sensation and feeling. Hutchins explains Zuckerkandl's thinking in a tongue-in-cheek lecture which is both hilarious and provocative. (See Media and Methods, February 1971)

FILM DISTRIBUTORS

APGA — American Personnel and Guidance Association Film Sales
1607 New Hampshire Ave., N.W.
Washington, D.C., 20007

CCM — CCM Films, Inc.
866 Third Avenue
New York, New York, 10022

CF — Contemporary Films
330 West 42nd Street
New York, New York, 10036

FDC — Film Distribution Center
6304 University Avenue
San Diego, California, 92115

G — Grove Press
80 University Place
New York, New York

MF — Media Five
1011 North Cole Avenue
Suite F
Hollywood, California, 90038

MMM — Mass Media Ministries
2166 N. Charles Street
Baltimore, Maryland, 21218

P — Pyramid Films
Box 1048
Santa Monica, California, 90405

PAV — Division of Instructional Materials
Audio-Visual Office, Room 328
Board of Public Education
Parkway, South of 21st Street
Philadelphia, Pennsylvania, 19103

PSY — Psychological Films
205 West Twentieth Street
Santa Ana, California, 92706

TAPES FOR TEACHERS

These tapes represent but a few of the many available, and are designated to provide teachers with a basic library in the area of humanistic psychology and humanistic education. Teachers who wish to further explore the subject of humanistic psychology should write to Big Sur Recordings for a full listing of their extensive tape library

The Curriculum (NEA, $9)

A seven tape set developed by the N.E.A. which is designated to provide discussion starters on a host of contemporary educational issues. The emphasis is on the Philadelphia "Partway Program," but two of the tapes "Affective Education: Know Yourself Better" (7:25 min.) and "Toward A More Humane Environment" (11:25 min.) are directly concerned with humanistic education.

Ecstasy in Education (Big Sur, one hour, $6)

George Leonard, the author of the book Ectasy and Education, explains his ideas on the past repressiveness of education and on the possibilities for making education more joyous.

The Emergent Group (Big Sur, 2 hours, $16)

Jack and Lorraine Gibb, the founders of the Tori process, present the major concepts of this process of group work which focuses on trust, openness, realization, and interdependence.

Encounter Tapes for Personal Growth Groups (Human Development Institute, $300 for ten 90 minute sessions)

This audio tape program is designed to provide educational experience through group encounter or interaction. Using the tapes, the small group becomes a learning community in which each participant has a chance to (1) know himself and his feelings better and understand how these feelings affect his behavior; (2) learn through honest feedback how his behavior makes other people feel toward him; (3) become more comfortable expressing his own feelings openly and honestly when he wants to; (4) develop a greater ability to listen, to understand, and to be empathetic with other people; (5) understand better the dynamics of small groups and how they work, and, finally; (6) try new behaviors in an interpersonal climate that encourages rather than inhibits change.

Encounter Groups in the Classroom: Instructor's Booklet on Encounter Tapes, by Maurice D. McCormick. Available from the author, c/o Jefferson Community College, Louisville, Kentucky, 40201.

This booklet describes in detail how to teach a college class in human growth and development, using Encounter Tapes for Personal Growth Groups.

An Inner Fantasy Experience (Big Sur, one hour, $8)

William Schutz, the author of Joy, provides a demonstration of the guided daydream method.

Self-Actualization (Big Sur, one hour, $6)

Abraham Maslow, the founder of the theory of self-actualization, discusses the process and the motivations of self-actualized people disclosed in his research.

Seminar on Encounter and Education (Big Sur, 4 hours, $32).

Carl Rogers discusses the use of encounter methods in education during two lectures and a seminar which focuses on the question, "How would we plan a college based upon encounter methods?"

Why Am I Afraid to Love (Argus, 2 hours, $16.25)

Rev. John Powell, S.J., the author of the book with the same title, discusses the self-imposed barriers which keep us from giving or receiving love.

TAPE DISTRIBUTORS

Argus Communications
3505 North Ashland Avenue
Chicago, Illinois, 60657

Big Sur Recordings
P.O. Box 4119
San Rafael, California, 94903

Human Development Institute, Inc.
A Bell & Howell Company
43 Old Ivy Road, N.E.
Atlanta, Georgia, 30305

NEA
Publication-sales Section 131
1201 Sixteenth Street, N.W.
Washington, D.C., 20036

Also write for a catalog to:

Noumedia Co.
P.O. Box 750
Port Chester, New York, 10573

(Tapes by Ivan Illich, Frederick Perls, William Schutz and others)

GAMES AND SIMULATIONS

It has been our experience that the use of games and simulations injects many humanizing influences into a classroom. Every simulation game is different in its assumptions and goals, but the intrinsic process of simulation may, in and of itself, positively affect the environment in which learning takes place, thus leading to greater personal growth in the students.

The games and simulations that are listed below relate specifically to the affective domain; they focus directly on the psychological concerns and processes of the students. The great number of simulation games available warrant their own bibliography and are too numerous to annotate here. For more information on over 400 games and simulations see The Guide to Simulation Games for Education and Training by David W. Zuckerman and Robert E. Horn. It is available for $15 from Information Resources, Inc., 1675 Massachusetts Avenue, Cambridge, Massachusetts, 02138. (Also see, Media and Methods, October, 1970).

Body Talk (Psychology Today Games, Del Mar, California, 92014, $5.95)

A game designed to help people communicate more effectively without words and to enable them to more effectively understand the non-verbal communication of others. Players express emotions provided on cards and others must try to accurately determine these emotions. Can be used on all age levels with as many as ten players.

Career (Parker Brothers, Inc., Box 900, Salem, Massachusetts, $3.95)

A board game for six players; it is best suited for the upper elementary and junior high school levels. The players must choose a goal for life and then make important decisions to fulfill that goal. The game focuses on three main goals: money, fame, and happiness.

Hang Up - The Game of Empathy (Synectic Education Systems, 121 Brattle Street, Cambridge, Massachusetts, 02138, $12

Designed to develop empathic insight, Hang Up is a board game in which participants assume make-believe personalities with hang ups they must successfully act out in a conflict confrontation between their game personality and the Stress Situations of the game. The game has been used in grades 3 through 12.

Group Therapy (Park Plastics, Linden, New Jersey, 07036, $8.50)

Individuals are asked to perform various verbal or physical tasks and are rated by the others as either being "with it" or a "cop out." The game is designed to push individuals toward greater openness, greater honesty, and self-disclosure to others. It should be used only with the most mature individuals, is infinitely more potentially damaging both to individuals and to the process of humanistic education than almost any of the curriculum materials being developed in the field. Group Therapy in the hands of amateurs could be destructive. If you use it at all, even with colleagues, use it with caution.

Insight (Games Research, Inc., 48 Warenham Street, Boston, Massachusetts., 02118, $8.00)

Each participant examines a series of cards which provide him with choices. He marks his own choices and also predicts the choices each of the other participants will make. The game is useful in helping individuals learn more about themselves, about the others, and in increasing interpersonal communication. Most importantly it is also fun and has a low risk level. Can be used with 2 to 20 players.

Micro-Society (Real World Learning Corporation, 134 Sunnydale Road, San Carlos, California, 94070), developed by Dennis Dobbs, Carol Goodell and Robert Hill.

This simulation restructures the entire class into a miniature society with all the economic, political and social problems that are inherent with any emerging society. It is the most all-encompasing simulation we know of. Be sure to write for their brochure.

Sensitivity (Sensitivity Games, Inc., 9 Newbury Street, Boston, Massachusetts, $10.00)

Players assume the roles of individuals involved in personal crises and act out these individual responses. Useful with older and more mature adolescents, but teachers might try developing their own versions for younger students.

Star Power (Simile II, P.O. Box 1023, La Jolla, California, 92037, $15.00)

A simulation in which students vie with each other for prestige and power. Good for 18 to 36 players.

The Value Game (Herder and Herder, 232 Madison Avenue, New York, New York, $7.95 for the game plus $.75 for student readings to accompany the game)

The game consists of ten to twenty situations requiring decisions and is designed to help demonstrate the inadequacy of a moral system which is based on absolute right and wrong. Can be used with 5 to 35 players.

* * * * * * * *

In addition to the Zuckerman and Horn book cited above, you may wish to consult the following sources of further information about simulations:

Academic Games Associates (c/o Mrs. Audry Suher, Center for the Study of the Social Organization of Schools, Johns Hopkins University, Baltimore, Maryland, 21218)

They will send you information on their nine-year old project to develop games and simulations.

Academic Games Project (Nova Schools, Southern Florida Education Center, 3600 S.W. 70th Street, Fort Lauderdale, Florida)

This is a very useful source for information about the application of gaming and simulation techniques to the classroom.

Games Central (Abt Associates, 55 Wheeler Street, Cambridge, Massachusetts, 02138)

Abt has been designing simulation games for over six years. In addition to their comprehensive bibliography, you might wish to check into How to Design Educational Games by Ray Glasier, which is available from Abt, as well as Serious Games by Abt's president, Clark Abt (New York: Viking Press, 1969).

National Gaming Council holds an annual symposium at the University of Michigan. For further information, write Enviornmental Simulation Lab., University of Michigan, 109 East Madison Street, Ann Arbor, Michigan, 48104.

Real World Learning Systems (134 Sunnydale Road, San Carlos, California, 94070) conducts workshops for teachers on the use of many simulation games.

Science Research Associates (259 East Erie Street, Chicago, Illinois, 60611) has published a series of booklets on the theory and application of simulations in the classroom.

Simile II (1150 Silverado, La Jolla, California, 92037) has many simulation games available as well as a newsletter and several excellent papers.

Simulation Games in Learning (edited by Sarane Boocock and E.O. Schild, Sage Publications, 275 South Beverly Drive, Beverly Hills, California, 90212) Sage also publishes a new journal entitled Simulations.

SOURCES OF CLASSROOM EXERCISES

Conduct Your Own Awareness Sessions, by Christopher Hills and Robert B. Stone. (The New American Library, Inc., P.O. Box 2310, Grand Central Station, New York, New York, 10017, 1970, $1.25)

Contains step-by-step instructions for 80 "basic," psychological, sensory, extra-sensory, and metaphysical games.

Fragments, by L. Burgess. (Available from the Workshop for Learning Things, Educational Development Center, 55 Chapel Street, Newton, Massachusetts, 02160)

149 exercises comprise this package of activity cards for sensory awareness, expression and creativity. The activities were developed and used at the Murray Road School in Newton, Massachusetts. These were developed for high school students.

Games, by Frank Harris, Eastern Cooperative Recreation School, 1966. (Available from Mrs. Kathryn Brush, 1717 Hill Side Road, Southampton, Pennsylvania, 18966, $3.00)

This book contains many very useful classroom games for establishing rapport, breaking the ice and building a sense of fun into the classroom environment.

Group Methods Designed to Actualize Human Potential: A Handbook, 2nd Edition. (By Herbert A. Otto, The Holistic Press, 329 El Camino Drive, Beverly Hills, California, 90212, $9.95).

This new handbook contains 67 of the latest sensory, non-verbal, micro-lab, duo, trio and fantasy methods which are part of the mainstream of the Human Potential and Encounter movements. Over 400 pages of exercises.

Growth Games: How to Tune in to Yourself, Your Family, Your Friends, by Howard R. Lewis and Harold S. Streitfeld. (New York: Harcourt, Brace, Javanovich, 1971.)

This new book gives instructions for over 200 growth games, with explanations of the theories behind them and anecdotes about what happens to people who play them.

Handbook of Staff Development and Human Relations Training, edited by Donald Mylen, J. Robert Mitchell and Anthony Stout. (Washington, D.C.: NT L Institute for Applied Behavioral Sciences, 1967)

It is a classic guide to exercises in the field of human relations training. Especially good for cross-cultural training, which includes training white teachers to teach in black schools.

A Handbook of Structured Experiences for Human Relations Training, Volumes I, II, and III. (University Associates Press, P.O. Box 615, Iowa City, Iowa, 52240, $3.00 per volume).

These handbooks are compilations of techniques, ideas, and forms useful in a variety of human relations training designs. They range from exercises requiring little or no training in human relations work to ones used by facilitators with extensive behavioral science background. These are incredibly useful books and should be in your basic library.

Learning Discussion Skills Through Games, by Gene Stanford and Barbara Dobbs Stanford. (New York: Citation Press, 1969, $2.25).

Drawing ideas from the encounter-group movement, group dynamics, and their own experiences in the classroom, the authors suggest a sequence of activities to help students get acquainted, organize their group for effective action, overcome reluctance to participate, listen in depth to other members, draw others out rather than argue, and arrive at a consensus.

Joy: Expanding Human Awareness, by William Schutz. (New York: Grove Press, 1967)

This popular book contains a useful discussion of the theory underlying encounter groups, as well as many exercises that can by adapted for use in the classroom.

Manual for Self-Development Workshops, by Robert C. Dorn, Peter Murdoch and Alton T. Scarborough, Jr. (Available free from the Center for Creative Leadership, P.O. Box 3265, Greensboro, North Carolina, 27402)

Detailed instructions for four days of experiential exercises focusing on self-development and self-change.

100 Ways to Enhance Self-Concept in the Classroom, (In preparation.), by John T. Canfield, Harold Wells and Lacy Hall.

Contains 100 classroom activities for kindergarten through college, designed to enhance the positive self-concept of students.

Problem Solving in the Classroom, by Robert Fox, Margaret B. Luszki and Richard Schmuch. (Chicago: Science Research Associates, 1966).

Deals with the issues of identifying problems in classroom life, selecting or developing appropriate diagnostic tools to analyze these problems, using diagnostic data and behavioral science resources to develop a plan for improving the learning atmosphere in the classroom, carrying out planned changes in classroom life and evaluating the changes.

Psychodrama, Role Playing and Action Methods: Theory and Practice, by Howard Blatner, M.D. (Box 3173, 48th TAC Fighter Wing, APO New York, 09179, $5.00)

This book contains a wide variety of articles on the use of psychodramatic methods in groups. Areas covered include basic descriptions of the method, discussion of practical aspects, presentation of over 140 action techniques, historical background, applications, theoretical foundations, related activities, bibliography and a directory of those active in psychodrama.

Role Playing Methods in the Classroom, by Robert Fox, Margaret B. Luszki and Richard Schmuck. (Chicago: Science Research Associates, 1966)

Describes a technique that has proved highly useful to teachers for dealing with a variety of classroom problems and reaching certain learning objectives. The booklet discusses the theoretical background of role-playing and gives a step-by-step discussion of how to use role-playing in the classroom.

The Rules and Games of Gestalt Therapy, by Abraham Levitsky and Frederick S. Perls. (Lodestar Press, P.O. Box 31004, San Francisco, California, 94131, $1.00).

"The Rules and Games of Gestalt Therapy" is also available as a chapter in Gestalt Therapy Now. (See Books section.) This booklet contains the basic rules and games of Gestalt therapy. Some of the games such as "I have a secret" and "I take responsibility" are very useful as group warm-ups at the beginning of a session.

Sense Relaxation Below Your Mind, by Bernard Gunther. (New York: MacMillan Company, 1968)

A beautiful book with accompanying pictures for each exercise. Gunther details exercises which help a person wake up his senses.

Ten Exercises for Trainers. (NTL Institute for Applied Behavioral Sciences, 1201 16th Street N.W., Washington, D.C., 20036, 1969, $2.50).

The exercises in this packet are especially prepared for the new trainer or teacher who is in the process of building his repertoire of designs. The exercises include: Clear and unclear goals, Ability to follow directions, Openness and trust, Volunteering, Tinker toys, and Who am I?

Ten Interaction Exercises for the Classroom. (NTL Institute Publications, 1201 16th Street N.W., Washington, D.C., 20036, $2.50)

The second in NTL Institute's series of training exercise packets (the first was "10 Exercises for Trainers," adapts to exercise format a selection of "Interaction Briefs," a continuing feature of Today's Education, the journal of the National Education Association. "Interaction Briefs" are designed to bring human interaction exercise material to the teacher at the elementary and secondary school level.

Toward Self-Understanding: Group Techniques in Self-Confrontation, by Daniel Malamud and S. Machover, (Springfield, Illinois: Charles C. Thomas, 1965).

This very useful book provides the rationale and exercises for a course in self-understanding that the authors conducted at New York University.

What To Do Until the Messiah Comes, by Bernard Gunther. (New York: Collier Books, 1971).

This is the second of Gunther's books outlining more methods to relax and awaken our bodies. Again the graphics are strikingly beautiful.

CREATIVITY

Thinking creatively is an intrinsic part of developing one's repertoire for responding to a wide variety of emotional and cognitive conflicts and confrontations. We wish to thank Doris J. Shallcross for her contribution to this section.

Creative Education Foundation, (Bishop Hall, State University College, 1300 Elmwood Ave., Buffalo, New York, 14222.)

This non-profit organization promotes creative education in all fields. In addition to running the annual Creative Problem-Solving Institute (new in its eighteenth year), the Foundation publishes The Journal of Creative Behavior, the only completely inter-disciplinary professional journal available. Write to C.E.F. for information about its activities, The Journal, the Institute, and for its "Available Materials" catalogue, from which things can be purchased at cost.

Think With Me About Creativity, by Elliot W. Eisner. (Dansville, New York: F.A. Owen Publishing Co., 1964)

This delightful 48-page book, reprinted from The Instructor, translates research studies in creativity into terms that are comprehensible to those unfamiliar with research methods.

The Creative Process, by Brewster Ghiselin (New York: The New American Library, 1955).

An oldy, but a "must" for anyone investigating the whole area of creative behavior. Ghiselin's excellent introduction is an attempt to define the elements in a creative process by examining processes of people deemed highly creative in a variety of fields. The remainder of the book is a series of essays by well-known artists describing their own processes.

Creativity: Its Educational Implications, by Demos Gowan and E. Paul Torrance. (New York: Wiley & Sons, Inc., 1967).

A superb collection of articles by practicing educators, pointing out significant research in creative behavior and its practical applications to education.

Applied Imagination, by Alex F. Osborn. (New York: Scribner's, 1963).

The late Dr. Osborn's motto, "Keep it simple," is well illustrated in this straightforward guide to increasing the use of one's creative potential. The book includes numerous examples, exercises, and techniques that one can utilize individually or with a group.

A Source Book of Creative Thinking, by Sidney J. Parnes and H. F. Harding. (New York: Scribners, 1962).

Don't miss this one if you're looking for solid footing in what the creative behavior movement is all about. It includes articles by such well-knowns as E. Paul Torrance, Abraham Maslow, Carl Rogers, J.P. Guilford, Frank Barron, and Calvin Taylor.

Creative Behavior Guidebook, by Sidney J. Parnes. (New York: Scribner's, 1967). This book is designed for anyone who wants to delve into the "whys" as well as the "hows" of nurturing creative talent. Part I provides a solid foundation in the philosophy and psychology of creative behavior, and Part II is a detailed instructional program for cultivating creative behavior. A valuable guide, including both theory and practice.

E. Paul Torrance, (Department of Psychology, University of Georgia, Athens, Georgia, 30601.)

It is difficult to briefly annotate the work of Dr. Torrance, one of the major pioneers in creative education. Among his outstanding contributions are the "Torrance Tests of Creative Thinking." Two very fine books are Encouraging Creativity in the Classroom (Wm. C. Brown Pub. Co.), and Creative Learning and Teaching (Dodd, Mead and Co.).

Synectics Education Systems, (121 Brattle Street, Cambridge, Massachusetts, 02138.)

Synectics' theory is based on the hypothesis that learning and creativity are grounded in the use of analogy and metaphors. Synectics' technique, therefore, consists of methods for using metaphors and analogies to help students visualize substantive material. In addition to W. J. J. Gordon's introductory book on the subject, Synectics (New York: Harper & Row, 1961), you might be interested in the following materials available from SES:

> The Metaphorical Way of Learning and Knowing, by W. J. J. Gordon. This book serves as an excellent introduction to Synectics' theory as it is applied to elementary and secendary education.
>
> The Art of the Possible is a social studies workbook for grades 7-10. These materials are designed to bring out in students new depths and sensitivities about such abstract concepts as freedom, pleasure, violence, and morality. Attitude change in such areas as self-concept is focused upon. (For example, in the second section students are shown how some people can invent their way out of the private prisons.) Included are readings about such people as Helen Keller, Claude Brown, and Kamala, the "Wolf-girl," who were or were not able to invent ways to transcend their environment.
>
> Making It Whole is a course designed for grades 4 through 10. In an attempt to foster integrated learning, the exercises show students how one subject area is understood in terms of the metaphors and analogies drawn from another. Students are urged to make metaphorical connections between their experience/feelings and the facts of substantive knowledge.
>
> Strange and Familiar is a workbook for grades K through 10. It is designed to draw students into the practice of creative thinking in general.
>
> Teaching Is Learning to Listen is a programmed teacher-training course for individual use. It is designed to help teachers develop their classroom teaching techniques and listening skills.
>
> Making It Strange is another source of student materials based on the Synectics' approach to creative thinking. This is a series of language arts workbooks concentrating on helping students develop the creative thinking that forms the basis for good writing. Available from Harper and Row, Evanston, Illinois, 60201.

Institute for Creative Teaching (Meltha Watts, Director, St. Leo College, Saint Leo, Florida, 33574.)

The Institute offers courses in Achievement Motivation, Positive Mental Attitude, and Creative Problem-Solving. Send for Meltha Watts' article, "In This Class, There Is No Wrong Answer."

Content, Process and Practice: Creative Production in the Classroom, by Frank E. Williams and Robert F. Eberle.

A valuable document for educators, containing a detailed description of a training program designed to assist classroom teachers in the cultivation of the creative-productive potential of children.

NATIONAL CONFERENCES

Annual Conference on Affective Education, sponsored by the Institute for Personal Effectiveness of Children, P.O. Box 20233, San Diego, California, 92120. Addressing such issues as Bi-cultural Education, Value Clarification, Affective Curriculum Development, Schools without Failure, Communication and Motivation, the two annual conferences held thus far have included such speakers as John Holt, William Glasser, Thomas Gordon, Uvaldo Palomares, Harold Bessell, Haim Ginott, Sidney B. Simon, Carl Rogers, and J. Richard Suchman.

New Horizons: A National Conference on Affective Education, sponsored by Combined Motivation Education Systems, 6300 River Road, Rosemont, Illinois, 60018. The first of what is planned to be two annual conferences on affective education each year. This three day Chicago conference included presentations by Carl Rogers, Arthur Combs, William Glasser, Rollo May, Sidney B. Simon, Merrill Harmin, Milton Rokeach, Wilbur Brookover, Dwight Allen, Billy B. Sharp, Walter Thomas and John T. Canfield.

OTHER BIBLIOGRAPHIES

A Bibliography for a Human Development Curriculum, by Bonita Burgess. Available from Affective Education Development Program, Board of Education, Twenty-first at the Parkway, Philadelphia, Pennsylvania, 19103. $2.00.

A Bibliography of Multi-Ethnic Textbooks and Supplementary Materials and an Index to Multi-Ethnic Teaching Materials and Teacher Resources, (1968). Available from the PR & R Committee on Civil and Human Rights of Education, NEA, 1201 16th Street, N.W., Washington, D.C., 20036.

A Bibliography on Humanistic Psychological Education, etc., by Alfred Alschuler and Terry Borton, Educational Opportunity Forum, Special Issue on Psychological Education, Volume 1, No. 4, Fall, 1969, The State Education Department, Albany, New York, 12224.

A Bibliography on Moral Development and the Learning of Values in Schools and Other Social Settings, by Lisa Kuhmerker (1971). Available from the Center for Children's Ethical Education, 2 West 64th Street, New York, N.Y., 10023.

Books and Pamphlets in Adult and Higher Education 1971-72, by Eugene E. DuBois, Malcolm S. Knowles and Francis J. Pilecki, School of Education, Boston University, Boston, Massachusetts. It contains sections on communications, dynamics of groups and institutions, the future, learning theory and psychology, and 25 other categories of interest to those trying to apply humanistic education to adult and higher education.

HUMANISTIC EDUCATION ORGANIZATIONS

Adirondack Mountain Humanistic Education Center, Upper Jay, New York, 12987. In addition to conducting seminars in humanistic education and value clarification, the Center has available reprints of many books and articles in the area of values by Sidney B. Simon, Merrill Harmin, Louis Raths and Howard Kirschenbaum.

Affective Education Development Project, Room 323, Philadelphia Board of Education, Twenty-first and the Parkway, Philadelphia, Pennsylvania, 19103. (Norman Newberg and Terry Borton, Directors). This Project has been developing curriculum and providing in-service teacher training for what the directors term "process education." The theory and application of this curriculum is explored in Borton's book, Reach, Touch and Teach.

AFT Clearinghouse on Humanistic Education, c/o Robert D. Bhaerman, American Federation of Teachers, AFL-CIO, 1012 - 14th Street, N.W., Washington, D.C., 20005. The Clearinghouse is in its initial stage of development. It is hoped that such a clearinghouse will provide a place for teachers to share ideas, problems, successes and failures in relation to their efforts to introduce affective components and learning experiences into their teaching. The Clearinghouse's first monograph is "Affectivity, Classroom Climate, and Teaching," by Dr. George I. Brown. It is available at 50 cents per copy from the AFT Order Department at the above address. Be sure to refer to item EMS #6.

ASCD (Association for Supervision and Curriculum Development). NEA Center, 1201 16th Street, N.W., Washington, D.C. 20036. Humanization of the learning process has been the main goal of ASCD for many years. In addition to sponsoring conferences on humanizing the elementary and secondary schools, the association has published many outstanding books and pamphlets in the field of humanistic education.

Association for Humanistic Psychology, 416 Hoffman, San Francisco, California, 94114, is a tremendously useful organization to belong to. In addition to publishing a monthly newsletter and Journal of Humanistic Psychology, AHP holds an annual conference that is unparalleled in bringing together a wide variety of people working in the area. At this year's conference there were nineteen sessions devoted specifically to humanistic education. The association also publishes the Paper Dragon, a vehicle for circulating ideas on humanistic education.

The Center for Curriculum Design, 823 Foster Street, Evanston, Illinois, 60204, (Noel McInnis, Director) is involved in developing humanistically-oriented curricula for the future. Recently they have been engaged in work in the human potential movement, ecology, alternative life styles and futuristics.

Center for Human Relations, National Education Association, 1201 16th Street, N.W., Washington, D.C., 20036. Offers assistance in procuring human relations information; ethnic and multi-ethnic studies and materials development; and processing appeals for civil liberties violations. It conducts and assists in workshops about student unrest, desegregation, community involvement, and bilingual, Indian, and urban education. The center also helps in special projects development and human relations training.

The Center for Humanistic Education, University of Massachusetts, Amherst, Massachusetts, 01002 (Gerald Weinstein, Director). Offers graduate and undergraduate courses in Education of the Self, Value Clarification, Humanistic Curriculum Development, Theory of Psychological Education, Race Relations and Strength Training. The Center is currently involved in a curriculum development project, funded by the Ford Foundation, to produce and implement psychological curriculum that deals with the concerns of identity, interpersonal relationships and personal power.

Combined Motivation Education Systems, 6300 River Road, Rosemont, Illinois, 60018, is an educational corporation devoted to developing the human potential of faculty and students in our educational institutions. In addition to sponsoring an annual conference on Affective Education and publishing Edvance, a newsletter on affective education, CMES also conducts introductory and advanced seminars in affective education. These seminars focus on developing positive self-concept, clarifying values and managing conflict creatively.

Consortium for Humanizing Education, c/o Jim Clatworthy, New College, Oakland University, Rochester, Michigan, 48063, was formed to help schools create classroom environments responsive to the individual needs of children as well as the talents and styles of teachers, and to develop the collective support concept — ways of facilitating growth and change in schools. Besides providing communication, the Consortium plans on providing support through films, resource materials, group discussions, in-service training, and aides.

Development and Research in Confluent Education, Department of Education, University of California, Santa Barbara, California, 93106, (George I. Brown, Director), is developing curriculum and training teachers in the area of confluent education. Their aim is to integrate the knowledge and activities of the human potential movement with the traditional classroom curriculum, thus creating a more total or holistic learning situation for students. The basic work of DRICE is reported in Brown's book Human Teaching for Human Learning.

Educational Development Center, 55 Chapel Street, Newton, Massachusetts, 02158, is a non-profit organization specializing in development of curriculum materials and teacher training programs. They are involved in far too many humanistic projects to mention here, but one you should watch for is a book being published soon entitled, Games Teachers Play by Joel Perlmutter and Fred Stokely. It is full of useful ideas and resources.

Education Ventures, Inc., 209 Court Street, Middletown, Connecticut, 06457. In addition to publishing materials to teach achievement motivation, EVI conducts a series of summer workshops in achievement motivation and humanistic education. It's a good idea to get your name on their mailing list.

Educator Training Center, 2140 West Olympic Blvd., Los Angeles, California, 90006. The Center was created by Dr. William Glasser to research ideas and develop methods for combating school failure. Building primarily on a process called the "classroom discussion," ETC has developed a practical inservice program which any elementary school can use to help eliminate failure by building the self-worth of the students through effective communication and motivation. Seminars are also offered for credit through La Verne College in La Verne, California.

Effectiveness Training Association, 110 East Euclid, Pasadena, California, 91101. Under the direction of Dr. Thomas Gordon, ETA is an organization whose object is "to provide educational experience for people who want to learn the specific skills required to develop and foster effective human relationships in which people can fulfill their own potential, help others to fulfill theirs and resolve their conflicts in a spirit of mutual respect, in friendship, and in peace." After a 5-day intensive training workshop, ETA Associates are able to offer three basic courses in their own communities: Parent Effectiveness Training, Teacher Effectiveness Training, and Leader Effectiveness Training.

E/K/N/E (American Association of Elementary-Kindergarten-Nursery Educators), NEA Center, 1201 16th Street, N.W., Washington, D.C. 20036. This organization has long been concerned with the humanization of the schools. In the past year the Association has sponsored and conducted workshops on "Humanizing the Education of Children: Theory into Practice," "Creative Education," and "The British Primary School." E/K/N/E also has a publications list that contains over twenty books, pamphlets and tapes directly concerned with the emotional lives of students.

Humanizing Learning Program, Research for Better Schools, 1970 Market Street, Philadelphia, Pennsylvania, 19103, is developing and field testing an Achievement Instructional Materials (AIM) package to develop achievement motivation and an Interpersonal Communications Package.

Human Relations Education Project, c/o James J. Foley, Director, Board of Education, City Hall, Buffalo, New York, 14202. A Title III project for three years, the HREP trained teachers in affective learning experiences for human relations training, produced an annotated bibliography and two supplements on human relations education, created an extensive list of annotated techniques for affective learning experiences and a Guidebook to Learning Activities containing suggested lesson plans for all grade levels. This last book can be obtained for $4.00.

The Innovative Education Network is being formed through the Association for Humanistic Psychology, under the direction of William Bridges, Professor of English, Mills College, Oakland, California, 94613. The goal is to form a network of teachers who want to humanize the teaching in undergraduate college courses.

Institute for the Personal Effectiveness of Children, P.O. Box 20233, San Diego, California, 92120, (Uvaldo Palomares, President), is a non-profit organization formed to promote character and emotional development of children through effective interpersonal communication. IPEC offers pre-service and in-service training programs for techniques used in the Human Development Program, a program designed to develop children's self-awareness, self-confidence and human relationships. (See curriculum section). Write for a brochure listing times and places of their workshops.

International Society for General Semantics, 540 Powell Street, San Francisco, California, 94108, is an organization whose goal it is to support teachers and students of general semantics and promote the improvement of human communication. Write for their publications list which includes many books and curricula materials for classroom use.

Louisville Public Schools, 506 West Hill Street, Louisville, Kentucky, 40208, is currently engaged in a massive experiment to humanize their schools. They have really shaken things up and seem to be getting results. We suggest you write to get more information.

The Merrill-Palmer Institute, 71 East Ferry Street, Detroit, Michigan, 48202 (Clark Moustakas, Director) is involved in developing a program entitled "Enhancing Human Potential in Young Children and Their Families." Focus now is on developing self-development programs for inner city schools.

The Motivation Center, 17 Chevy Drive, Centereach, New York, 11720, (Director, Jim Nugent), conducts in-service seminars in staff and student motivation for schools and colleges.

NEXTEP Fellowship Program, Southern Illinois University, Edwardsville, Illinois, 62025, (Merrill Harmin, Director) is involved in discovering ways to humanize classroom learning environments. The NEXTEP approach is one of the most comprehensive efforts in the field.

The Pace Foundation, 1725 Beverly Blvd., Los Angeles, California, 90026, conducts conferences for adults and teenagers that promote personal growth, self-awareness, creativity, conflict management, communications skills, and self motivation.

Program in Humanistic Education, Retreat House Road, Glenmont, New York, 12077. The Center is primarily concerned with conducting workshops for entire faculties and systems. However, last year the Center conducted two summer workshops for those people who had previous training at the Center or other institutions: (1) Building a Curricula of an Integrated Education and (2) Third Party Facilitation Skills.

Psychological Education Project, Harvard Graduate School of Education, Longfellow Hall, Appian Way, Cambridge, Massachusetts, 02138. (Norman Sprinthall and Ralph Mosher, Directors.) Working in conjunction with the Newton Public Schools, they have been developing a program using experiential study of psychology as a means of educating pupils in their own personal psychological development.

Self Enhancing Education, 19517 Pruneridge Avenue, Santa Clara, California, 95950, conducts in-service teacher training and publishes materials in the area of developing self-esteem in students.

The Summerhill Society, 339 Lafayette Street, New York, N.Y., 10012, is a national organization of persons actively concerned with truly democratic education, holding to the premise that when children are given a responsible freedom in a climate of understanding and nonpossessive love, they choose with wisdom, learn with alacrity and develop genuine social attitudes. The Society publishes a bulletin six times a year. Their October 1969 issue is a valuable bibliography of books and articles on the free school movement, and is available for fifty cents.

Teacher Drop-Out Center, Box 521, Amherst, Massachusetts, 01002, has identified schools at all levels that have a relatively high degree of student-centered learning and a low-pressure, humane atmosphere where students can develop self-respect and a sense of dignity. The Center acts as a clearinghouse of information and a specialized placement service for teachers finding it difficult to function in traditional schools.

Values Associates, c/o Adirondack Mountain Humanistic Education Center, Upper Jay, New York, 12987, is a team of educational consultants directed by Dr. Sidney B. Simon (Co-author of Values and Teaching) who have spent many years working with teachers, students, parents and churches in the area of helping students to clarify their values. Send for a brochure describing their weekend and summer workshops.

Youth Research Foundation, 122 West Franklin Avenue, Minneapolis, Minnesota, 55404, has long been involved in designing and conducting programs for youth, teachers and parents in the areas of value clarification, positive self-actualization and human relations training. They also operate as a Center for Thomas Gordon's Parent Effectiveness Program.

IMPROVISATIONAL THEATER

Improvisational theater techniques help students to develop spontaneity and release their inner creativity. The following resources are a starting point for exploring the power of improvisation for helping students actualize their full potential.

Improvisation for the Theater, by Viola Spolin. 397 pages. (Evanston, Illinois: Northwestern University Press, $6.95). This is the most popular text on theater games and is written primarily for the teacher. It contains more than 200 games and exercises in manual form, almost all of which are designed to help develop spontaneity and release creativity. The book has served as a primary reference for almost all of the educators who are developing and implementing humanistic classroom approaches.

Center for Theater Games, (212 West 29th Street, New York, New York, 10001). Courses in improvisation -- learning to improvise freely and playfully in the here and now -- are directed and taught by George Morrison, the former director for Second City.

Center for Theatre Techniques in Education, American Shakespeare Festival Theatre, Stratford, Connecticut, 06497. Under the direction of Mary Hunter Wolf, the Center has been in existence for three years developing techniques for innovative education. The foundation of the techniques employed is the use of improvisations and theatre games to build better communication, quicker response and creative interaction in the classroom community in a manner derived from learning processes used in theatre rehearsals. The Center provides workshops and allied services to schools, school districts, area service centers and teachers.

Story Theater, 117 West 79th Street, New York, New York, 10024. Theater techniques developed by Sills & Spolin taught by Mel Spiegel, an authorized practitioner of the Sills and Spolin methods.

Theatre of Encounter, c/o Alec Rubin, 247 West 72nd Street, New York, New York. Alec Rubin has been using improvisational theatre techniques, body movement, sensory awareness, fantasy, breathing and gestalt awareness training to help people evoke the fullest expression of their untapped creative potential.

POSTERS

Posters that convey humanistic and affective concepts are available from the following sources:

Abbey Press, St. Meinrad, Indiana, 47577

Argus Communications, 3505 North Ashland Avenue, Chicago, Illinois, 60657

Combined Motivation Education Systems, 6300 River Road, Rosemont, Illinois, 60018

The Economic Press, Fairfield, New Jersey, 07006

Kersten Brothers Productions, 26 N. Scottsdale Road, Scottsdale, Arizona, 85251

GROWTH CENTERS

Almost any experience by teachers, counselors and administrators at any Growth Center can be beneficial to the advancement of humanistic education. Personal growth experiences help the teacher become more aware of his own emotional life and the effect of his behavior on others (including students). They also promote the teacher's self-actualization, thus allowing him to be more in touch with his own feelings and those of his students.

Above and beyond the general workshops in encounter, sensory awareness, gestalt, massage, theater games, psychodrama, movement, psychosynthesis and bio-energetics, many Growth Centers are now conducting programs specifically for educators. For a list of over 125 Growth Centers across the country, write AHP, 416 Hoffman Street, San Francisco, California, 94114, and ask for their Growth Center List.

We have listed below several of the Growth Centers that have addressed themselves most directly to humanistic education. We suggest you write for their future brochures.

Anthos, 24 E. 22nd Street, New York, New York, 10010. Marilyn Harris is Anthos' Education Consultant. She was trained by the members of the Ford/Esalen Research Group in Confluent Education, as well as by other Esalen leaders. She has conducted many educator workshops for Anthos.

Associates for Human Resources, P.O. Box 727, Concord, Massachusetts, 01742. Wendy Wyatt, Bob and Niela Horn and Jack Marvin have all been conducting workshops in humanistic education for the past several years.

Berkeley Center for Human Interaction, 1820 Scenic Avenue, Berkeley, California, 94709, sponsors several workshops for educators each semester.

Cambridge House, 1900 N. Cambridge Avenue, Milwaukee, Wisconsin, 53202, always includes several workshops focusing on the personal growth of teachers in its programs.

Center for the Whole Person, 1633 Race Street, Philadelphia, Pennsylvania, 19103. In addition to sponsoring workshops in humanistic education, the Center has recently started the Free Human School for teenagers who do not "fit" into established schools, and a Center for the Study of Humanology, which hopes to offer a Ph.D. degree through the Union Graduate School.

Esalen Institute, 1776 Union Street, San Francisco, California, 94123, is the first Growth Center established in America. It always has several top-flight workshops for educators, most of them being run by George I. Brown, Aaron Hillman and other staff of the Ford/Esalen Project in Confluent Education.

National Center for the Exploration of Human Potential, 8080 El Paseo Grande, La Jolla, California, 92037, is very involved in both training and research in the area of humanistic education. For a description of one of their more interesting projects write to Arleen Lorrance at the Center for a report of Project Love.

New England Center for Personal and Organizational Development, Box 575, Amherst, Massachusetts, 01002, was founded by members of the Center for Humanistic Education and the Center for Human Relations at the University of Massachusetts. The Center's main emphasis is providing workshops in the area of humanistic education. Staff leaders include Gerald Weinstein, Sidney B. Simon, John T. Canfield, Don Carew, Terry Mollner and Doris Shallcross.

NTL Institute of Applied Behavioral Science, 1201 16th Street, N.W., Washington, D.C., 20036, conducts seminars for educators at its many centers around the country. Seminars include those in Student Involvement in Learning, Change Agents in Education and Educational Leadership, as well as the Basic and Advanced Labs in Personal Growth.

Quest, 3000 Connecticut Avenue, N.W., Suite 237, Washington, D.C., 20008, has been sponsoring workshops in humanistic education with Hal Lyon, author of Learning to Feel— Feeling to Learn.

CURRICULUM AND STUDENT MATERIALS

About Me: A Curriculum for a Developing Self, by Harold Wells and John T. Canfield. (Combined Motivation Education Systems, 6300 River Road, Rosemont, Illinois, 60018). This curriculum is designed to help children in grades 4-6 develop positive self-concepts. Lessons include I Know Who I Am, I Know My Strengths, I Can Set and Achieve Goals, I Try to Be Myself, and I Am in Charge of Becoming Myself.

Adventure in Success, by Ronald L. Willingham. (Goals Unlimited, Inc., 1015 W. 8th - Suite 2, Amarillo, Texas, 79101). Includes an individual student kit of three cassette tapes, a tape player, and student booklet designed as a self-motivation course for high school students.

Achievement Motivation Materials, by Alfred Alschuler, Diane Tabor, and James McIntyre. (Education Ventures, Inc., 209 Court Street, Middletown, Connecticut, 06457). The materials were adapted for ninth grade use from those developed by the Achievement Motivation Development Project at Harvard University. Brief teacher's guides accompany these materials and suggest variations of their use:

> Who Am I: An Approach to Self-Understanding. A workbook designed to encourage student's engagement with the feelings typical of the achievement motive.
>
> Ten Thoughts: A Program for Learning Achievement Thinking. A Workbook designed to teach the elements of achievement-planning.
>
> The Origami Game. A decision-making game which promotes learning in achievement planning, feeling and actions. The player sets his own goals on the basis of feedback about his performance.
>
> The Ring Toss Game. The Ring Toss Game is designed as a simple vehicle to help students discover the action strategies which are part of the achievement motive.
>
> The Darts-Dice Game. This is another game designed to help students plan action strategies which may be generalized into other situations.
>
> Aiming: A Handbook for Reaching Real Goals. The workbook designed to culminate the series by integrating the three main aspects of achievement motivation. Planning, feelings and action strategies.
>
> The N-Ach Match Game. In Development.
>
> Achieving: Case Studies. In Development.

Being and Becoming, by M. Belka. (Bruce Publishing Company, Crowell-Collier and MacMillan, 866 Third Avenue, New York, New York, 10022.) A roup guidance series containing four volumes: Encounter, Identity, Involvement and Commitment.

Bowmar Early Childhood Series, by Ruth Haynes and Barbara Woodbridge. (Bowman Publishing Company, 622 Rodier Drive, Glendale, California, 91201). Composed of picture stories, story books, and recordings, the materials are designed to develop positive self-identity, awareness of self as a person, ability to relate to others, etc.

Call Them Heroes. Developed by the Board of Education of the City of New York. (Silver Burdett Company, Morristown, New Jersey). A series of four booklets containing stories about average people who have overcome obstacles of poverty and prejudice to become successes.

Choose Life: Value Education for the Young Adult, by Patricia Kennedy Arlin. (Argus Communications, 3505 North Ashland Avenue, Chicago, Illinois, 60657). This is an amazing curriculum, to say the least. Not only are the booklets, tapes and filmstrips useful in promoting self-awareness, they are a model of communication in graphics. The package includes teacher resource materials and teacher training materials.

Come To Your Senses, by David Sohn. (Scholastic Book Services - 904 Sylvan Avenue, Englewood Cliffs, New Jersey, 07632, $3.50 per set). A series of four filmstrips and a teaching guide which are designed to increase student awareness of themselves, others, and the world around them. This is primarily designed to direct students toward writing more sensitively and effectively.

The Coping with Books, by Gilbert Wreen and Shirley Schwarzock. (American Guidance Service, Publishers' Building, Circle Pines, Minnesota, 55014). A really exciting series of books for teenagers, dealing with their problems, interests and concerns. Some of the 17 titles in this series are: Coping with Cliques, Living with Loneliness, To Like and Be Liked, Easing the Scene, Can You Talk With Someone Else?, and Some Common Crutches.

Developing Understanding of Self and Others, by Don Dinkmeyer. (American Guidance Service, Inc., Dept. EL-4, Publishers' Building, Circle Pines, Minnesota, 55014). A program designed to help children understand themselves and those around them. The DUSO kits provide a wide variety of experiences designed to reach children with unique learning styles through varied media and modes.

Dimensions of Personality Series, by Walter J. Limbacher. (George A. Pflaum, Publisher, 38 West Fifth Street, Dayton, Ohio, 45402). This series is based on the belief that the classroom teacher can be an enormously successful partner in helping youngsters live useful and happy lives. The program is experiential and discussion-centered, built around a book of very good readings for each grade level. The books are Here I Am (grade 4), I'm Not Alone (grade 5), and Becoming Myself, (grade 6).

Effective Communication, by Jeffrey Schrank. (Argus Communications, 3505 N. Ashland Avenue, Chicago, Illinois, 60657, $27.50). A 4-tape series with spirit masters for student materials. The tapes cover listening, reflective listening, identifying and expressing feelings, brainstorming, non-verbal communication, and feedback mechanisms.

Experiences in Being, edited by Bernice Marshall. (Brooks/Cole Publishing Company, 10 Davis Drive, Belmont, California, 94002). A book of readings applicable to any high school or college course in English, social studies, psychology, or human relations. The book provides a good overview of humanistic psychology.

Failure: A Step Towards Growth. (Guidance Associates, Pleasantville, New York). A filmstrip and record pointing out that failure is a necessary part of learning and growing.

Focus on Self Development, by Judith L. Anderson, Carole J. Lang and Virginia R. Scott. (Science Research Associates, 259 East Erie Street, Chicago, Illinois, 60611). This is a developmental affective educational program for grades one through three. The overall objectives are to lead the child toward an understanding of self, an understanding of others and an understanding of the environment and its effects. It includes filmstrips, records, photoboards, pupil activity books and a teacher's guide.

Gateway English, by Marjorie B. Smiley and others. (The Macmillan Company, 866 Third Avenue, New York, New York, 10022). A junior high and high school Literature and Language Arts Program developed in Hunter College's Project English. The books are concerned with many significant human themes, as shown by the titles in the series: Who Am I, Coping, A Family Is A Way of Feeling, Striving, Two Roads to Greatness (Abraham Lincoln and Frederick Douglass), Creatures in Verse and A Western Sampler.

Getting To Know Me, by Virginia Towers. (QTED Productions, 2921 W. Alameda Avenue, Burbank, California, 91505). This series of 4 brightly animated color/sound filmstrips (9 min.) for grades K-3, encourages self-understanding and self acceptance.

Hello People, by Judith O'Connell and Janet Cosmos. (Argus Communications, 3505 North Ashland Avenue, Chicago, Illinois, 60657). A multi-media, multi-ethnic social studies program for 6-9 year olds, which focuses directly on the growth of the child's self-concept and teaches him to relate to others in a humane way. The program's emphasis on social integration meets an important need of the child in coping with today's complex society.

The Human Development Program, by Dr. Uvaldo Palmoares and Dr. Harold Bessell. (Human Development Training Institute, 4455 Twain Avenue, Suite H, San Diego, California, 92120). This program is designed to facilitate learning in the affective domain, thereby improving motivation and achievement in all areas of education. The strategy is to employ cumulative, sequential activities on a daily basis as outlined in the lesson guides. One of the best we've reviewed!

The Human Values Series, by Clyde V. Arnspringer, W. Roy Rucker and James A. Brill. (Stech-Vaughn Company, P.O. Box 2028, Austin, Texas, 78767). A series of five books on human values for use in grades three through seven. The books attempt to teach about the following values: affection, respect, skill, wealth, power, enlightenment, well-being and rectitude.

The Intergroup Relations Curriculum: A Program for Elementary School Education, by John S. Gibson. (Tufts University Press, Medford, Massachusetts). This curriculum contains lesson plans and techniques for dealing with such important human relations issues as different cultures, decision making, group process and racial differences.

I Have Feelings, by Terry Berger. (Behavioral Publications, 2852 Broadway, New York, New York, 10025). Covering seventeen different feelings, both good and bad, and the situations that precipitated each one, the book is geared for children ages 4-9.

I Know A Place, by Robert Tanner. (City Schools Curriculum Service, 60 Commercial Wharf, Boston, Massachusetts). A series of books which provide elementary children with an opportunity to write their own book as they explore their relations to their environment.

Impact Series, by C. Brooks and I. Trout. (Holt, Rinehart and Winston, 383 Madison Avenue, New York, New York, 10017). The series contains several books on key themes, I've Got A Name, At Your Own Risk, Cities and Larger Than Life.

Kids Magazine. (Box 30, Cambridge, Massachusetts, 02139, $5.00 per year). Kids is a great new magazine written by kids for kids.

Kindle Series (Unit One: Who Am I?), by Inside-Out Productions. (Scholastic Magazines, 900 Sylvan Avenue, Englewood Cliffs, New Jersey, 07632). This series concerns itself with the special world of small children in their own social environment. The primary aim is to help the early primary and pre-primary child understand himself, and feel good about himself.

Making It Strange, by Synectics, Inc., (Published by Harper and Row, 49 East 33rd Street, New York, New York, 10016). A four book series with a teacher's manual designed to teach children to be more creative.

Merrill Mainstream Books, by Charles G. Spiegler and Helen H. Johnson. (Charles E. Merrill Publishing Company, Columbus, Ohio, 43216). Each book in this junior and senior high series contains a collection of short stories, poems and quotations pertaining to the theme of the book. The series includes: In New Directions, dealing with the problems

of "coming of age" of a number of people; Against the Odds, portraying people who took a risk, fought against all the odds and won; They were First, covering trailblazers in several fields; Courage Under Fire, about people who have made choices and, once having chosen, have had the courage to stand by their decision; and People Like You, stories about people who have problems and frustrations "just like you." Reading about other people's problems, students may find it easier to understand and cope with their own.

Mixing Bag, by Helene Hutchinson. (Scott Foresman, 1900 East Lake Avenue, Glenview, Illinois, $5.95). Designed to elicit emotional responses from students, this book includes photographs, paintings, cartoons, song lyrics, poems, short stories, etc., on the themes of family, violence, death, race, and religion.

Motivation Advance Program, by Audrey J. Peterson. (Combined Motivation Education Systems, 6300 River Road, Rosemont, Illinois, 60018). This program provides experiences and information to assist youth in expanding their attitudes toward self-acceptance as worthwhile, unique individuals. Designed for junior high and high school, the program includes establishing group rapport, analyzing achievement patterns, identifying untapped personal resources, clarifying values, setting goals and managing conflict.

Productive Thinking Program. (Educational Innovation, Box 9248, Berkeley, California, 94719). This supplementary course for elementary students uses comic strip detective stories and presents questions about how to solve the mysteries.

Self-Enhancing Education: A Program To Motivate Learners, by Norma Randolph and William Howe. (Stanford Press, Palo Alto, California). This book describes a program which teachers may use to help their students grow in self-esteem through practical and effective processes.

A Teaching Program in Human Behavior and Mental Health, by Alice S. Hawkins and Ralph H. Ojemann. (Educational Research Council of America, Rockefeller Building, Cleveland, Ohio, 44113). A pioneer program in human behavior for classroom use K-8, its principal methodology is teacher-read stories with appropriate questioning.

Seven Stories for Growth, by Daniel Sugarman and Rolaine A. Hockstein. (Pitman Publishing Company). This fine little book contains seven stories on social-psychological themes. Teachers read them to students (approx. grades 3-8) and discuss them. Excellent preparatory material for the teacher precedes each story.

Social Learning Curriculum, by Herbert Goldstein and others. (Being developed at the Curriculum Research and Development Center in Mental Retardation at the Ferkauf Graduate School of Yeshiva University, 55 Fifth Avenue, New York, New York, 10003). Phase 5 of the Curriculum is devoted to "Recognizing and Reaction to Emotions." Teachers working with retarded children may wish to write to Dr. Goldstein for further information.

Social Science Laboratory Units, by Ronald Lippitt, Robert Fox, and Lucille Schible. (Science Research Associates, 259 East Erie Street, Chicago, Illinois, 60611). An intermediate-grade social studies curriculum providing a modified laboratory approach to learning. The classroom becomes a laboratory for guided inquiries into the causes and effects of human behavior.

Understanding Our Feelings: An Adventure in Classroom Role-Playing, by William LaRue, Sydney LaRue and Shirley Hill. (Century Consultants, Combined Registry Company, 6359 North Broadway, Chicago, Illinois, 60626). A series of stories, study prints and directions for role-playing with a focus on the following themes: The Generations, Learning, Work and Responsibility, Friendship, Aloneness and Discord.

Unfinished Stories. (Color; Doubleday and Company, Inc., 277 Park Avenue, Garden City, New York, 10017). This is a series of short films primarily designed for junior high school students. Each film portrays a conflict of conscience and then leaves it up to the students to decide what they should do. (Printed versions of the stories are available from the NEA Publications Sales Division, 1201 16th Street, N.W., Washington, D.C., 20036).

Value Formation and Change, by Dr. Brian Hall. (Argus Communications, 3505, N. Ashland Avenue, Chicago, Illinois, 60657). This is an in-service teacher kit to develop humanistic skills for good teacher-student rapport, and a high school classroom program for direct student-teacher exploration of change and values.

Values in Action: Role-Playing Problem Situations for the Intermediate Grades, by Fannie and George Shaftel. (Holt, Rinehart and Winston, 383 Madison Avenue, New York, New York, 10017, $99.00). This program of filmstrips and recordings for role-playing and discussion depicts personal conflicts involving cliquing, group pressure, and individual responsibilities in terms that will arouse the immediate concern and empathy of pre-adolescents. Each problem story stops precisely where a value decision must be made.

Why Am I Afraid to Love?, by Rev. John Powell, S.J. (Argus Communications, 3505 N. Ashland Avenue, Chicago, Illinois, 60657, $1.00). There is a capacity and a yearning to love within all of us that we are often afraid to release. We want to give ourselves to others, but fear our gift will not be accepted. This book for teenagers deals with these issues in a useful way.

Why Am I Afraid To Tell You Who I Am?, by Rev. John Powell, S.J. (Argus Communications, 3505 N. Ashland Avenue, Chicago, Illinois, 60657), $1.75). Written for the teenager, this book contains insights on self-awareness, growth, and communication. Discusses the human condition, growing as a person, interpersonal relationships, dealing with emotions and the psychological roles and games we play in order to avoid "telling you who I am."

Words and Actions: Role Playing Photo-Problems for Young Children, by Fannie Shaftel and George Shaftel. (Holt Rinehart and Winston Company, 383 Madison Avenue, New York, New York, 10017). A series of urban-oriented photographs with accompanying role-plays focused around such problems as a disagreement with parents over shoe styles, a fight over blocks and spilled groceries, to help children recognize and deal with their feelings.

Your Attitude Is Changing, by E. N. Chapman. (Science Research Associates, 259 East Erie Street, Chicago, Illinois, 60611). This book, written for high school students, emphasizes the need for a positive mental attitude and how it will help one through life.

JOURNALS AND NEWSLETTERS

AHP Newsletter (free to members), and the Journal of Humanistic Psychology ($6.50 to non-members; $5.50 to members), are both publications of the Association for Humanistic Psychology, 416 Hoffman, San Francisco, California 94114. They both contain mountains of useful information for those trying to humanize education.

Annual Journal of Human Relations Training, The Institute of Human Relations Training, Inc., 3843 Washington Blvd., Indianapolis, Indiana 46205 ($6.00 per year), is a new journal devoted to dealing with the issues of human relations training. Available with a subscription to the Journal is a Directory of Who's Who in Human Relations Training, which promises to be a useful guide for contacting consultants in the field.

Behavior Today, Box 2993, Boulder, Colorado 80302 ($10 per year), is a weekly newsletter reporting the latest news in the behavioral sciences. It is the best way we know to really stay abreast of what's going on in all the areas of psychology, sociology and education.

Big Rock Candy Mountain, 1115 Merrill Street, Menlo Park, California 84025. Modeled after the Whole Earth Catalogue, this magazine contains countless reviews of books, curriculum materials, and other resources for the acquisition of direct knowledge of ourselves, the reality of the world we live in, and the facilitation of our inner growth. The $8.00 subscription fee is the best eight dollars you could spend in this field.

Continuing Communication Course, Communication Center, #1, 1001 Union Blvd., St. Louis, Missouri 63113. For $35 you will receive one packet of materials each month for a year. The materials contain practical ideas and theoretical background for use in your own personal life or in your professional role as a teacher, counselor or administrator--wherever you have to communicate in a group situation. One recent packet included a number of articles ("Small Group Religion," "Laboratory Training and Actualization"), a book (Man the Manipulator), a list of Growth Centers in the U.S. and a newsletter.

Dynamis, 1 East 57th Street, New York, New York 10022, is a monthly newsletter on the emerging consciousness of man. It contains articles and news items on such fields as expanded consciousness, yoga, self-realization, gestalt, bio-feedback training, Zen, sensory awareness, body movement, T'ai Chi Ch'uan, and ESP. $12 per year.

Edcentric, Center for Educational Reform, 2115 S Street, N.W., Washington, D.C., 20008, $5.00. This monthly newsletter contains useful articles and countless references to people, books, materials, and successful projects in the area of radically reforming our colleges and universities.

Edvance, Combined Motivation Education Systems, 6300 River Road, Rosemont, Illinois 60018, is a newsletter on humanistic and affective education presenting articles, curriculum materials, newsnotes and practical classroom suggestions to help teachers provide meaningful affective experiences for their students. Published five times a year; subscriptions are $3.00.

Human Relations Training News is issued quarterly by the NTL Institute for Applied Behavioral Science, 1201 16th Street, N.W., Washington, D.C. 20036. This newsletter contains articles and activities dealing with laboratory training groups.

Journal of Applied Behavioral Science, NTL Institute for Applied Behavioral Science, 1201 16th Street, N.W., Washington, D.C. 20036. Contains articles, research reports and book reviews on group dynamics, laboratory training, organizational development

and education.

Journal of Creative Behavior, Creative Education Foundation, State University College, 1300 Elmwood Avenue, Buffalo, New York 14222 ($9.00). Articles, research reports and book reviews on creativity and education.

Journal of Transpersonal Psychology, P. O. Box 4437, Stanford, California 94305 ($7.50 per year), is a journal of theoretical and applied research in peak experience, self-transcendence, ultimate values, ecstasy, wonder, B-values, transcendental phenomena and related concepts, experiences and activities.

Just Learning is the newsletter of the Park South Teacher Center, Clarendon School, 500 Clarendon Avenue, San Francisco, California 94131 (J. Richard Suchman, Director). Not only are the graphics beautiful and touching, but this newsletter is full of useful information and ideas.

Media and Methods, 134 N. 13th Street, Philadelphia, Pennsylvania 19107, $6.00 per year. Obviously, we think this, our own "with-it" journal, is a "must" for educators.

Merrill-Palmer Quarterly, Merrill-Palmer Institute, 71 E. Ferry Street, Detroit, Michigan 48202, contains papers representing the various disciplines bearing on human development, personality, and social relations.

Motivation Quarterly, c/o Jack R. Frymier, College of Education, Ohio State University, 29 West Woodruff Avenue, Columbus, Ohio 43210. Supported by the Charles F. Kettering Foundation, the Center for the Study of Motivation and Human Abilities at Ohio State University has begun publishing MQ for persons "interested in the problems and potentialities of human motivation." Each issue will be devoted to a discussion of one aspect of motivation and will report practices, research, and theory development in this field. Issued four times a year, this newsletter is free.

New Directions in Teaching, Department of Education, Bowling Green State University, Bowling Green, Ohio 43402; $4.00 per year. Calling itself a "Non-Journal Committed to the Improvement of Undergraduate Teaching," NDIT is one of the best periodicals in education. Each issue has 4 or 5 articles with practical suggestions as to how to humanize undergraduate teaching and learning. Contributors have included Abraham Maslow, Jeanette Veatch, and Robert Primack. Highly recommended.

New Schools Exchange Newsletter, 301 E. Canon Perdido, Santa Barbara, California 93101. The Exchange is the major central resource and clearinghouse for people involved in alternatives in education. The Exchange corresponds with thousands of individuals and hundreds of experimental schools and educational reform groups across the United States and Canada. The Newsletter is issued three times a month. The $10 subscription entitles you to the Newsletter, the continuing Directory of New Schools, periodic "position papers," free ad insertion in the Newsletter, and any other aid they can extend in the area of experimental education.

Newsletter of the North Carolina Advancement School, Winston-Salem, North Carolina 27101. This free newsletter reports research and experimentation--much of it in the affective domain--that is conducted at the Advancement School.

Observations from the Treadmill, c/o Mort Yanow, 357 Hidden River Road, Narbeth, Pennsylvania 19072. (Pay-what-it's-worth plan!) This unusual one-man newsletter provides many novel insights into what we are and are not doing in our schools. It is for all those "on the treadmill."

People-Watching: Curriculum and Techniques for Teaching the Behavioral Sciences in the

Classroom. Behavioral Publications, 2852 Broadway, New York, N.Y. 10025. This is a new quarterly publication featuring articles, techniques, reviews, and programs which deal with aspects of the behavioral sciences and their application in the school curriculum. Subscriptions are $5.00 per year.

Periodically, a newsletter for high school teachers of psychology, is available free from the American Psychological Association's Clearinghouse on Precollege Psychology, 1200 Seventeenth Street, N.W., Washington, D.C. 20036. Contains useful information about the behavioral sciences and their application in the classroom.

A Sourcebook for High School Teachers of Psychology is also available from the APA Clearinghouse for Precollege Psychology, at the same address.

Subterranean Pedagogy, c/o Clarice Stoll, Department of Sociology, Sonoma State College, Rohnert Park, California 94928, free to individuals, is a "semi-private newsletter published whenever time and materials allow--hopefully four times a year." Past issues have included techniques to humanize classroom teaching, articles on simulation and humanizing the college curriculum, book reviews, and guides to humanistic periodicals.

Teacher Paper, 280 North Pacific Avenue, Monmouth, Oregon 97361 ($2 per year), is published by teachers for teachers, featuring many articles on how teachers have tried to humanize their teaching. The ideas described have all been tried, and none is based on untested theory. (We like that!)

Teachers and Writers Collaborative Newsletter, Pratt Center for Community Improvement, 244 Vanderbilt Avenue, Brooklyn, New York 11205. The Collaborative brings together writers, teachers and students for the purpose of creating a curriculum that is relevant to the lives of children and which can therefore make the study of language a living process. Much of what is found here can be used to provide students with new ways of emotional expression. ($3.00 per year)

This Magazine Is About Schools, 56 Esplanade St. E., Suite 301, Toronto 215, Canada, is an avant-garde quarterly constantly on the cutting edge of what's happening (and what should be happening) in education. Subscriptions are $3.50 per year.

If you find that we have omitted resources that have been of value to you and/or that you feel might be of value to others, we hope that you will send us information about them so that we may include them in our forthcoming book Toward a Guide to Humanistic Education, which will include annotated listings of all the books, curricula, media, projects, people, places and ideas that are in any way related to the process of humanizing the teaching-learning process both inside and outside of our schools. Information should be sent to the editors, Center for Humanistic Education, University of Massachusetts, Amherst, Mass. 01002.

Books can be ordered by AHP members at a discount through Claire McCarroll, Humanist Books, 1430 Masonic, San Francisco 94117; (415) 456-5722.